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December 16, 2014

Johanna Medina
Director of School Quality
Arizona State Board for Charter Schools
1616 W. Adams
Phoenix, AZ 85007

Re: Letter of Intent for Expansion Requests for Trivium Preparatory Academy

Dear Ms. Medina,

With this Letter of Intent, I am requesting that Trivium Preparatory Academy be placed on the January 13, 2014 meeting agenda of the State Board for Charter Schools in order to request permission to file expansion requests to increase its grades served and its enrollment cap.

Trivium Preparatory Academy was approved to serve grades 6-12 in its charter application. It is currently serving grades 6-10, and will add grade 11 in SY 2015-2016 and grade 12 in SY 2016-2017 to complete the progression of its build-out to grades 6-12. Along with the planned increase in grades served, Trivium Preparatory Academy will also need to increase its enrollment cap accordingly to accommodate the growth in students that will occur with the addition of grades 11 and 12. The following table shows the grades served and enrollment cap for the current year, 2014-2015, and the increase in grades served and the accompanying increase in enrollment we are requesting for the next two years, 2015-2016 and 2016-2017:

2014-2015		2015-2016		2016-2017	
GRADE	# OF STUDENTS	GRADE	# OF STUDENTS	GRADE	# OF STUDENTS
6	90	6	110	6	145
7	90	7	90	7	110
8	75	8	90	8	90
9	50	9	75	9	90
10	45	10	50	10	75
		11	45	11	50
				12	45
TOTAL	350		460		605

With respect to the school's academic performance eligibility, Trivium Preparatory Academy meets or exceeds standards in all areas of proficiency, but has not generated acceptable levels of student growth. In response, we have carefully analyzed past practices and identified areas that are being addressed during this current year to correct this academic deficiency. Specifically:

- In 2013-2014, the school leader of Trivium Preparatory Academy oversaw 2 separate schools at two separate locations. This situation has been corrected in 2014-2015, enabling the school leader to devote full-time attention to overseeing the school's performance and implementation of its improvement plan.
- Incomplete follow-through on previous year's plan to boost student achievement. To address this issue, in addition to dedicating the school leader full-time to Trivium Preparatory Academy, an assistant headmaster and testing coordinator have been added to the administration team to ensure the school's improvement plan is being continually evaluated and faithfully executed throughout the course of the academic year.
- Incomplete/inconsistent alignment of Trivium Preparatory Academy's classical ELA and mathematics instruction to AZ standards—instructional alignment was faithfully implemented by many, but not all teachers. This issue is currently being corrected with better oversight of teachers' lesson planning and delivery of lessons.
- Not enough use of ongoing assessments to inform instruction in math and ELA. This has been addressed in the school's Performance Management Plan as noted below.
- Insufficient attention to remediating bottom-quartile students. This has been addressed in the school's Performance Management Plan as noted below.
- Insufficient mandatory standards-based professional development activities for teachers. Addressed in the school's Performance Management Plan as noted below.

With these key issues in mind, Trivium Preparatory Academy has increased administrative support and has completed a Performance Management Plan (PMP) in accordance with the Charter board's requirements. The PMP document details our strategies for correcting academic deficiencies while expanding the school enrollment, including:

- A buckle-down reading curriculum is being integrated into our classical ELA program. The buckle-down curriculum is broken into lessons that are aligned to AZCCRS standards. The curriculum also includes readings with questions typical to an AZCCRS test, tips on test-taking skills, and additional practice questions. Our middle school ELA teachers use buckle-down reading one day per week. We are confident that our implementation of this curriculum will improve our student growth because we are giving focused attention to standards-based knowledge and skills, and because we are helping the students become more familiar with the test format.
- A math intervention program is targeted to the bottom quartile and ESS students using Study Island, an online program aligned to the AZCCRS that we use during our Lyceum period, which occurs during the middle of the school day. Students who tested in the bottom quartile on our Galileo benchmark tests were selected for a mandatory intervention program that they attend twice per week. The intervention lasts for 30 minutes per session. Our middle school math instructors teach these intervention groups. Study Island is also available online 24/7, so that students can work from home. It is self-paced and standards-based. Study Island automatically adjusts the level of question difficulty when students cannot pass a set of standards-based questions, so that students can build upon a solid set of knowledge and skills before moving on. We are confident that these intervention groups will lead toward student growth in mathematics, because we are tailoring math instruction to individual math weaknesses. Study Island also allows teachers and administrators to view detailed reports that identify areas of insufficient growth so that we can adjust classroom instruction and tutoring accordingly.

- Implementation of regular Galileo benchmark testing and quizzing that allows us to track student growth and align classroom instruction to areas of insufficient growth.
- Creation of scope and sequence documents for mathematics and ELA that aligns our classical liberal arts curriculum with the AZCCRS.
- An increased focus on professional development opportunities for aligning lesson plans with the AZCCRS, including Great Hearts network professional development in math and ELA, and Galileo training for improving our analysis and tracking of student growth.

Please see our Performance Management Plan for a comprehensive description of Trivium Preparatory Academy's plan for correcting academic deficiencies. With the application of the PMP strategies and increased administrative oversight, we are confident that we have the capacity to implement expansion while correcting academic deficiencies.

We appreciate the opportunity to appear before the State Board on January 13, 2015 to request the Board's permission to submit these two expansion requests.

Very best regards,

Dan Scoggin
Charter Representative